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ABSTRACT

The first of a four-part bibliography on young children with handicaps deals with emotional disturbance and specific learning disabilities. Citations were taken from "Research in Education" (January 1969--December 1972), the "Current Index to Journals in Education (January 1969--November 1972), and "Exceptional Child Education Abstracts." Most citations are abstracted; all have index terms. (KM)

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YOUNG CHILDREN WITH HANDICAPS: PART I
Emotional Disturbance and Specific Learning Disabilities

An Abstract Bibliography

Compiled by
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Introduction

Young Children with Handicaps: An Abstract Bibliography is divided into four parts:

Part I: Emotional disturbance and specific learning disabilities

Part II: Aurally handicapped; visually handicapped, orthopedically handicapped (other chronic health problems); and speech handicapped

Part III: Educable and trainable mentally handicapped

Part IV: Resources: directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, and some newsletters and journals concerned with handicapped children.

Citations for this selective bibliography were taken from the ERIC monthly abstract journal Research in Education (RIE), January 1969 - December 1972 and the Current Index to Journals in Education (CIJE), January 1969 - November 1972. Document listings were also obtained from the abstract journal Exceptional Child Education Abstracts, published by the Council for Exceptional Children.

Document citations with ED numbers are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except when marked "microfiche only." (See ordering directions in the back of this publication.) Journal article citations listed in CIJE are not available through EDRS. To consult these references, see the journal issue cited.

Another ERIC/ECE publication, Multiply Handicapped Children: A Bibliography, cites documents concerning children with multiple handicaps. The bibliography is available through the University of Illinois Curriculum Laboratory, 1210 West Springfield Avenue, Urbana, Illinois 61801.

We would like to express our appreciation to the staff of the ERIC Clearinghouse on Exceptional Children for their help in compiling this bibliography. For additional information on exceptional children contact the ERIC Clearinghouse on Exceptional Children, Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202.

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EMOTIONAL DISTURBANCE

EMOTIONALLY DISTURBED CHILDREN

1. Alexander, Theron; Leaverton, Paul. Differentiation Between Normal and Disordered Children by a Computer Analysis of Emotional and Verbal Behavior. Iowa Univ., Iowa City. 16 p. ED 019 138

   Emotionally Disturbed Children, *Emotional Problems, Computers, *Comparative Analysis, Stimulus Behavior, Verbal Ability, *Response Mode, *Children, *Oral Expression, Self Expression.

It has been suggested that the emotional characteristics of people can be investigated by studying their verbal behavior. This study investigated the use of emotional words, both positive and negative, and the total verbal output of normal and disordered children to determine if significant differences in verbal expression occur. Two groups of children, 7 to 12 years of age, were recruited. Forty of them were diagnosed as normal children, and 38 as having behavior disorders. Each child was shown 5 stimulus cards portraying a neutral scene containing 1 or 2 people and was asked to describe interaction and emotion. These impressions were recorded and then analyzed to see if they contained any of 5 positive or 5 negative words selected to indicate whether the child's reaction to the stimulus card was positive or negative. All of the data analysis was done by computer. The computer was programmed to analyze the recordings for the use of the 10 emotion-determination words and was also programmed to analyze the recordings for the use of the 10 emotion-determination words and was also programmed to determine total words used. The score for each child was derived by the computer on the basis of a pre-programmed formula. The results showed that the normal children used significantly more positive words to describe the pictures and also used significantly more total words than the children with behavior disorders. It is concluded that this computer procedure for analysis of the existence of emotional disorders meaningfully differentiates between emotionally normal and emotionally disturbed children. Therefore, it should have general value in analyzing groups of children that have not been previously diagnosed for the existence of emotional disorders.

2. Allen, K. Eileen; and Others. A Behavior Modification Classroom for Head Start Children with Problem Behaviors. Washington Univ., Seattle, Child Development and Health Retardation Center. 1969, 35 p. ED 040 535

   *Behavior Change, *Behavior Problems, Case Studies (Education), *Emotionally Disturbed, *Exceptional Child Research, *Preschool Programs, Reinforcement.

A demonstration Head Start class enrolled 12 to 15 children with problem behaviors. The class utilized behavior modification procedures with individualized programming and natural contingencies. Favorable results were noted; three case studies presented concern an aggressively disruptive child, a severely withdrawn child, and a child whose total behavior repertoire consisted of bizarre and maladaptive behaviors which delayed the acquisition of basic motor, social, and verbal skills.

3. Axline, Virginia M. Play Therapy. 1969, 374 p. ED 033 486

Adjustment Problems, Behavior Problems, Case Studies (Education), Communication (Thought Transfer), *Emotionally Disturbed, *Exceptional Child Education, Family Relationship, Group Dynamics, Individual Development, Maladjustment, Permissive Environment, *Play Therapy, Psychotherapy, Self Concept, Student Teacher Relationship, Therapists.

An introduction to children with emotional problems is followed by discussions of the nondirective play therapy situation and participants; the playroom and suggested materials, the child, the therapist, and the parent or parent-substitute as an indirect participant. The eight basic principles of non-directive therapy are considered along with problems in establishing rapport, accepting the child completely, establishing a feeling of permissiveness, recognizing and reflecting feelings, maintaining respect for the child, allowing the child to lead the way, not hurrying therapy and knowing the value of limitations. Implications for education mentioned are practical schoolroom application of non-directive methods and application to parent-teacher relationships and to teacher-administrator relationships. Annotated therapy records from cases of children aged 4 to 12 years are presented.

Availability: Department CS, Ballantine Books, 101 Fifth Avenue, New York, N.Y. 10003 ($1.25). Document not available from EDRS.

4. Becker, Wesley, C.; and Others. Reducing Behavior Problems: An Operant Conditioning Guide for Teachers. ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Lab. on Early Childhood Education. November 1969, 20 p. ED 034 570

Behavior Change, *Behavior Problems, *Classroom Techniques, *Guides, Negative Reinforcement, *Operant Conditioning, Positive Reinforcement, Preschool Children, Reinforcement

Classroom management and what teachers can do to make it possible for children to behave better, which permits learning to occur, are the subjects of this handbook. The authors hypothesize that the first step toward better classroom management is a teacher's recognition that how children behave is largely determined by the teacher's behavior. When teachers employ operant conditioning they systematically use rewarding principles to strengthen children's suitable behavior. Ignoring unsuitable behavior will discourage its continuance. Behavior can be changed by three methods: (1) Reward appropriate behavior and withdraw rewards following inappropriate behavior, (2) Strengthen the rewards if the first method is unsuccessful, and (3) Punish inappropriate behavior while rewarding appropriate behavior if methods (1) and (2) fail. The booklet explains each method and offers supporting research and evaluations of the use of different methods. It outlines step-by-step procedures and has appeal for parents, teachers, and anyone involved in training children.

Availability: Curriculum Lab, 1210 W. Springfield, Urbana, Ill. 61801

5. Bettelheim, Bruno. The Empty Fortress; Infantile Autism and the Birth of the Self. 1967, 484p. ED 026 749

Adjustment (to Environment), *Autism, Behavior Patterns, *Child Development, Early Childhood, *Emotionally Disturbed, *Exceptional Child Education, Fantasy, Fear, Insecurity, Learning Theories, Mother Attitudes, Parent Child Relationship, Personality Development, Personality Theories, Psychological Needs, Psychopathology, *Psychotherapy, Withdrawal Tendencies (Psychology)

The nature, origin, and treatment of infantile autism are explored with a consideration of the child's world of encounter and case histories. The beginning of life, called the region of shadows, is mentioned; and the world of the newborn, body language, mutuality, autonomy, the autistic anlage, and the right side of time are examined for the beginning of the self. Disturbed children are considered as strangers to life and the development of emotional disturbance is discussed in terms of a reason to act, the extinction of feeling, extreme situations, and in spontaneous reaction. In particular, the dynamics of autism, including the dialectics of hope, the decline of the self, and the human craving for order are presented. Case histories are given of three autistic children treated at the Orthogenic School at the University of Chicago: Laurie and Marcia, two mute girls; and Joey, a talking, mechanical boy. In persistence of a myth, reported cases of wolf children are discussed in terms of autism. Finally, the writings of other scientists and the author's own beliefs on the etiology, treatment, and nature of infantile autism are considered. Thirty-three illustrations and a 193-item bibliography are included.

Availability: The Free Press, 866 Third Avenue, New York, New York 10022 ($9.95). Document not available from EDRS.

6. Bijou, Sidney W. The Technology of Teaching Young Handicapped Children. University of Illinois, Champaign, January 1971, 30 p. ED 046 185

*Behavior Change, *Early Childhood, *Emotionally Disturbed, *Exceptional Child Research, Individualized Instruction, Research Proposals, Socially Maladjusted, *Teaching Methods, Technology

To fabricate a technology for teaching young school children with serious behavior problems, classroom materials, curriculum format, and teaching procedures were developed, and problems that evolve from the technology investigated. Two classrooms were architecturally designed to provide the basic needs of a special classroom and to facilitate observation of the children and data collection. The basis of the technology was individualized instruction. Research studies derived from the experiment were cited and implications of a technology of special teaching explored.

7. Bilsky, Linda. Evaluation of a Specialized Nursery School Program for Emotionally Disturbed Children. Interim Report. Columbia Univ., New York, N.Y. Teachers College. August 1970, 14p. ED 046 197

Classroom Observation Techniques, *Emotionally Disturbed, Evaluation Criteria, *Evaluation Techniques, *Exceptional Child Research, Nursery Schools, *Preschool Education, *Program Evaluation

The purpose of the study was to evaluate the usefulness of teacher rating and observational techniques in the evaluation of a preschool program for emotionally disturbed children. Eleven children (nine boys and two girls) participated in the project occurring within the preschool program during one academic year. Teacher ratings were felt to reveal that children enrolled in the program improved in overall functioning during the course of the year. Both teacher ratings and observational techniques were judged to reflect marked gains in social development of the children, and were generally felt to be useful tools for evaluation of such a program.

8. Bluth, Linda; and Others. Emotional Disturbance: Preschool Intervention and Prevention. University of Illinois, Urbana, Dept. of Special Education. 1971, 18p. ED 048 517

Bibliographic Citations, Emotionally Disturbed, *Emotionally Disturbed Children, Emotional Maladjustment, Emotional Problems, *Intervention *Preschool Children, *Prevention

This bibliography was compiled in response to information needs of persons directly involved with emotionally disturbed children from birth through kindergarten. Teachers, social workers, psychologists, administrators and parents are alerted to articles, books, and films published between 1960-1970. All materials located on preschool programs for the emotionally disturbed were included. To facilitate reading selection, each entry is accompanied by a series of words that describes the entry's contents. In addition, the entries are keyed to show appropriateness for teachers, social workers, psychologists, administrators, and parents. A total of 72 readings and 17 films are included. Also listed are the addresses of libraries in the Modern Talking Picture Service.

Availability: Curriculum Lab, 1210 W. Springfield, Urbana, Illinois 61801

9. Bommarito, James W. Verbal Reinforcement as an Adjustment Predictor with Kindergarten Children. Final Report. Illinois State Univ., Normal. December 1968, 136p. ED 031 313

Discrimination Learning, *Emotional Adjustment, *Emotionally Disturbed Children, Kindergarten Children, Negative Reinforcement, Personality Tests, *Predictive Ability (Testing), *Screening Tests, Socialization, Socioeconomic Status, Task Performance, *Verbal Operant Conditioning

In an attempt to develop an instrument to screen emotionally disturbed children, a study was designed to verify and extend previous research findings. These findings indicated that adjusted children in kindergarten exhibited greater conditionality on a simple discrimination learning task than maladjusted pupils under a process of continuous mild verbal punishment for every undesirable response. Of the 224 children randomly selected with stratification for sex, 30 were chosen for each group (adjusted and maladjusted) on the basis of extreme scores on three personality scales, the Problem Checklist, the Behavior Checklist, and the Minnesota Scale. The experimental task itself involved a choice between a picture of a human and a picture of a toy with a verbal "that's bad" from the examiner contingent on each toy choice. A subject's score was his increase in human choices from his first to his fourth block of 25 trials. The influence of several intervening variables was evaluated; verbal reinforcement as an effective punishment (significant and cumulative in effect); correlation of mental age, as reassured by the Peabody Picture Vocabulary Test, to task score (insignificant); examiner effects (insignificant), and correlation of task score to socioeconomic status (insignificant). A reevaluation of the data after the study partially supported the main hypothesis.

10. Bradfield, Robert H., Ed. Behavior Modification: The Human Effort. 1970, 218p. ED 039 698

Behavioral Science Research, *Behavior Change, Disadvantaged Youth, *Exceptional Child Research, Language Development, Learning Disabilities, Moral Values, Preschool Children, Productive Thinking, *Reinforcement, Reinforcers, Schizophrenia, *Teaching Methods

To present the ideas and research of outstanding behaviorists which is directly related to the education of children, the authors tried to include a diverse group of educational situations. Two articles give an overview of behavior modification, while five educational applications are discussed. They concern learning problems, language acquisition, disadvantaged preschoolers, childhood psychoses, and thinking skills. Also considered are moral issues in behavior modification, the applied science of behavior therapy, and behavior modification as a very human endeavor.

Availability: Dimensions Publishing Company, Box 4221, San Raphael, California 94903. Document not available from EDRS.

11. Braun, Samuel J.; Lasher, Miriam G. Preparing Teachers to Work With Disturbed Preschoolers. Tufts Univ., Medford, Mass. 1970, 213p. ED 043 175

*Emotionally Disturbed, *Institutes (Training Programs), *Preschool Children, Preservice Education, Program Descriptions, Seminars, *Teacher Education, Teacher Role, Teaching Methods, Teaching Styles, Workshops

The program for training teachers of disturbed preschoolers conducted at the Department of Child Study at Tufts University is described in terms of origin and need, administrative concerns, and the philosophy regarding the role of a teacher with the emotionally disturbed. Additional aspects of the program which are discussed include the training model, seminar content, sensitivity training, curriculum workshops, procedures of tutoring, techniques of supervision, and summer consultation activities. Research studies on teaching styles and trainees' reactions to the program are also noted. Extensive bibliographies are provided in the appendix.

PS 006521

Availability: Department of Child Study, Tufts University, Medford, Massachusetts 02155. Document not available from EDRS.

12. Cantrell, Mary Lynn. Academic Programming in the Re-Education School. Tennessee State Dept. of Mental Health, Nashville. 1970, 23 p. ED 058 690

Behavior Change; *Behavior Problems; *Elementary School Students; *Emotionally Disturbed; *Exceptional Child Education; Learning Disabilities; Mathematics; Operant Conditioning; Positive Reinforcement; *Programmed Instruction; Spelling

Presented are 12 programmed instruction exercises in writing letters of the alphabet, spelling words, addition, numeral-number association, subtraction, color words chart, answering basic questions about stories, sentences, paragraphs, and paragraph titles for elementary school children who demonstrate a learning disability and/or behavior problem. Three assumptions behind the programming of the 12 exercises are said to be that academic skills are important for the children, that efficient instruction is needed, and that learning is assumed to be an individual experience. The programming follows principles of behavior change, operant conditioning, and positive reinforcement. (For two related pamphlets, see ED 058 691-2).

13. CEC Selected Convention Papers; Annual International Convention: Behavioral Disorders. Council for Exceptional Children, Washington, D.C. April 1968. ED 031 856

Abstracts, Aggression, Behavior Change, *Conference Reports, Counseling, Delinquency, *Emotionally Disturbed, *Exceptional Child Research, Preschool Programs, Reinforcement, Self Concept

Selected papers on behavioral disorders include the following: aggression as an indicator for rehabilitative efforts by Herbert Grossman; the evaluation of differential low rate conditioning procedures on destructive behavior by Christine Walken; a modification for non-directive therapy by Robert V. Turner; Piaget, Skinner and a comprehensive preschool program for lower class children and their mothers by Norma Radin; techniques for behavior management by Roger Kroth; problems in self-concept research by Lee Joiner, Edsel Erikson and Richard Towne; and psychodynamic management procedures by Henry Fishel. Abstracts of articles treat these subjects; educational problems and issues for the juvenile offender by Garland Wollard; special education for addicted students by Herbert Rusalen; research and characteristics of teachers by John Mesinger; a report of desensitization and tutoring therapy by Daryll Bauer.

Availability: Microfiche

14. Clarizio, Harvey F. Mental Health and the Educative Process: Selected Readings. Rand McNally Education Series. 1969, 476p. ED 033 485

*Adjustment (to Environment), Adolescents, Behavior Problems, Child Development, Classroom Environment, Connitive Development, Community Programs, Disadvantaged Youth, Discipline, *Emotionally Disturbed, *Exceptional Child Education, Group Dynamics, *Intervention, *Mental Health, Mental Health Programs, Personality Development, Preschool Children, Psychotherapy, Student Motivation, Teacher Morale.

Contained in the text are four readings on mental health and the schools, five on children's problems in developing, five on social and emotional aspects of educational adjustment, five on cognitive development and mental health, and five on group aspects of classroom functioning. Six articles concern students with special needs, five discuss classroom discipline, and four consider the mental health of teachers. Also included are ten readings on intervention procedures in the school and six on intervention procedures in the community; references follow chapters.

Availability: Rand McNally Company, Box 7600, Chicago, Illinois 60680. Document not available from EDRS.

15. Coffey, Huberts; Wiener, Louise L. Group Treatment of Autistic Children. Prentice-Hall Psychology Series. 1967, ED 015 611

*Emotionally Disturbed, *Exceptional Child Research, *Psychotherapy, Autism, Behavior, Berkeley, Case Studies (Education), Children, Day Care Programs, East Bay Activity Center (Berkeley), Group Therapy, Play Therapy, Psychosis, Psychotic Children, Rating Scales, Schizophrenia

At the East Bay Activity Center in Berkeley, California, treatment involved the mixing of autistic children with less severely disturbed children. Non-autistic children in the group were expected to act as catalysts by trying to form some type of socially mature relationship with the autistic children while the therapist encouraged interaction. Hypothesis one stated that treatment employed at the center and particularly in the play activity group should aid the children, both autistic and non-autistic, in developing more socially mature types of interaction. Behavior ratings of the children were made by observers. The Wilcoxen signed ranks test showed no significant improvement for the group during either year of the program. Measurement of individual children's changes by means of T tests showed that of six children in the first year's group, two showed significant changes in levels of interaction (at .005 and .001 levels). During the second year, of eight children, two showed significant changes in levels of interaction (at .01 and .001 levels). None of those children were classified as autistic. Comparisons of monthly mean fluctuations of the autistic children with the catalysts by means of T tests were not significant. Hypothesis two stated that the treatment program should result in the nonsocial autistic children's gradually diminishing their amount of dependent interactions with the therapist and beginning to interact with other children in the group. The Wilcoxen signed ranks tests revealed no significant differences for either year in proportion of interaction with other members of the group between the beginning and the end of the year. The bibliography lists 12 items, descriptive accounts of the therapeutic methods used, anecdotal records of the children involved, the results of a followup study, a discussion of the nature of autism, and a brief summary are included.

Availability: Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

16. DesLauriers, Austin M.; Carlson, Carole F. Your Child Is Asleep: Early Infantile Autism. The Dorsey Series in Psychology. January 1969, 401p. ED 029 428

*Autism, *Case Studies (Education), Child Development, Clinical Diagnosis, Communication Problems, *Exceptional Child Research, Identification, Language Development, Neurological Organization, Operant Conditioning, Parent Child Relationship, *Parent Role, Positive Reinforcement, *Reinforcement, Testing, Therapeutic Environment, Withdrawal Tendencies (Psychology)

Focusing on the education of the autistic child as an awakening process, the book discusses the role of meaningful human communication and reports a research program which applied a therapeutic educational technique. The development of language in children, the diagnosis of an autistic child, autistic behavior and sensory and emotional deprivation, and etiological considerations in sensory deprivation and early infantile autism are discussed. Treatment techniques are described and involve the following considerations: developmental arrest, family role in maintaining a climate of high affective arousal, the clinical setting, the role of the therapist, and the operant conditioning approach. Case studies of five autistic children are reported from the beginning of treatment to school placement and/or followup; also reported are family relationships and changes, testing of autistic children, and implications of results for other childhood deviations. An appendix lists statistical data for the five children on the Vineland and Fels Behavior Scales.

Availability: The Dorsey Press, Inc., 1818 Ridge Road, Homewood, Illinois 60430 ($10.60). Document not available from EDRS.

17. Doernberg, Nanette; and Others. A Home Training Program for Young Mentally Ill Children. League School for Seriously Disturbed Children, Brooklyn, N.Y. 1969, 57p. ED 047 456

*Early Childhood, *Emotionally Disturbed, *Exceptional Child Research, Family (Sociological Unit), Intervention, Longitudinal Studies, Parent Child Relationship, *Parent Education, Parent Role, Program Descriptions

To develop a meaningful intervention for waiting list families and their preschool emotionally disturbed children, a home training program for the parent and child was initiated. The focus of the program was on productive cooperation between parents and professionals. During a period of 2 years, 45 families completed the program. The program consisted of individual instruction with a parent, and parent and professional group meetings on a regular basis. The researchers felt the program of direct approach to parents offered an effective, realistic approach to the very young emotionally disturbed child to whom traditional therapies were often unavailable. It was concluded that the approach improved the mental health of the family by strengthening the parents' self concept and enabling them to use themselves more productively as family members.

Availability: National Inst. of Mental Health (DHEW), Bethesda, Md.

18. Emotionally Disturbed--Programs; A Selective Bibliography. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. July 1972, 27p. ED 065 963

*Abstracts; *Bibliographies; *Educational Programs; *Emotionally Disturbed; *Exceptional Child Education

The selected bibliography of educational programs for the emotionally disturbed contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1955 to 1971.

19. Emotionally Disturbed--Research; A Selective Bibliography. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. July 1972, 29 p. ED 065 964

*Abstracts; *Bibliographies; *Emotionally Disturbed; *Exceptional Child Research; Guidelines

The selected bibliography of research on the emotionally disturbed contains approximately 90 abstracts with indexing information which are explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are chosen using the stated criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information in the bibliography explains how to read the abstract (a sample abstract is included with different parts identified), how to use the author and subject indexes, and how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are included). Other introductory information included are an order blank for Exceptional Child Education Abstracts, a list of indexing terms searched to compile the bibliography, and a list of indexing terms searched to compile the bibliography, and a list of journals from which articles have been selected for the bibliography. Publication dates of documents abstracted range from 1966 to 1971.

20. Ferster, C. B. Treatment and Education of Autistic Children: Combined Application of Clinical and Laboratory Methods. Final Report. Institute for Behavioral Research, Silver Spring, Md. September 15, 1968, 482p. ED 030 247

*Autism, Behavior Change, Case Studies (Education), Clinical Diagnosis, Early Childhood, *Emotionally Disturbed, Environmental Influences, *Exceptional Child Research, Inservice Education, *Operant Conditioning, Professional Education Programmed Instruction, Reinforcement, Residential Schools, Staff Improvement, Student Evaluation, Teaching Methods, Therapeutic Environment, Training Techniques

The report describes a 3-year project which utilized the techniques of experimental psychology and the principles of operant conditioning to gain in the understanding and treatment of autistic and schizophrenic children. Included are discussions of the autistic child, the project itself, arbitrary and natural reinforcement, the setting and therapeutic procedures, and training procedures and materials used in the clinical training program for staff. Courses in teaching principles of reinforcement and in principles of behavior, both by Fred S. Keller, are provided. The classification and description of the autistic child s behavior are considered, and a clinical, experimental, and behavioral description of a single child is provided. School room experiments are considered, and a clinical description is given of the population included in the study along with an evaluation of the changes in the children in the program.

21. Fish, Caroline C. and Others. Disturbance and Dissonance--Community University Collaboration in Diagnosis and Treatment of Disturbances. Boston Univ., Mass. Headstart Evaluation and Research Center. August 31, 1968, 21p. ED 030 485

*Community Programs, *Emotionally Disturbed Children, Health Programs, *Mental Health Clinics, Preschool Children, Preschool Clinics, Program Administration, *Program Descriptions, *Program Development, Program Effectiveness, Program Improvement

In 1967 the Head Start Evaluation and Research Center at Boston University initiated a project aimed at devising and assessing new clinical approaches to primary and secondary prevention of emotional disturbance in preschool children. The growth of "Black Power" plus a year of experience resulted in the making of several changes in the program in 1968 (1) the clinical activities were moved from the imposing offices at Boston University to suitable quarters in the heart of the black community being served, (2) the personnel involved were expanded to include not only parents, but key persons from the community involved, (3) all participants were converted to a fresh conception of what could be achieved in a given community by a more inclusive and coordinated effort. Thus, the project, as now structured, provides communities with the knowledge of how to handle emotional disturbances of young children within their own indigenous social system.

22. Fish, Caroline; and Others. Head Start Evaluation and Research Center, Boston University, Report B-1, Primary and Secondary Prevention Studying Clinical Process and Disturbance with Preschool Children. Boston Univ., Mass. 1967, 15p. ED 022 560

*Clinical Diagnosis, Consultants, Culturally Disadvantaged, *Emotionally Disturbed Children, Emotional Maladjustment, Environmental Influences, *Interdisciplinary Approach, Middle Class, Observation, Preschool Children, *Preschool Programs, Psychiatrists, Social Influences

Two groups of preschool children from the Boston area were selected to participate in a study of marginal emotional disorders, their diagnosis by an interdisciplinary team, and their effect upon a child's functioning in the preschool setting. The two groups of children who attended the diagnostic sessions consisted of 19 lower class Head Start pupils from the inner-city and eight middle class children from a suburb preschool program. The interdisciplinary team included master teachers, child psychiatrists, psychologists, social workers, and a speech-hearing specialist. Graduate students recorded the behavior of the children. The 27 children attended the diagnostic sessions 3 days a week and were observed, by means of one-way mirrors, by the interdisciplinary team. Staff meetings were held after the sessions to discuss what had been observed and what assistance could be rendered to emotionally disturbed children and their teachers. The project raised more questions than it answered, but among its findings were (1) that social class differences in pathology were not striking, (2) that the data gathering process was not extensive enough, (3) that project communication with the lower class community was insufficient, and (4) that the use of an interdisciplinary team did provide a welcome depth to the informational analysis.

23. Flint, Betty Margaret. The Child and the Institution; A Study of Deprivation and Recovery. 1966, 180p. ED 025 893

*Behavior, Behavior Change, Child Development, *Disadvantaged Youth, Emotional Adjustment, *Environmental Influences, *Exceptional Child Research, Facility Requirements, Individualized Programs, Infants, *Institutional Environment, Perceptual Motor Coordination, Play Therapy, Preschool Children, Self Care Skills, Social Adjustment, Staff Orientation, Volunteers

To attempt to rehabilitate infants and preschool institutionalized children who were emotionally and culturally deprived, an experiment in environmental adaptation was established in a children's home. An original experiment involving nine children indicated the need to make staff and building changes. Inservice training emphasized child development and the individuality of each resident; volunteer mothers were recruited. Building modifications included child-sized facilities and stimulating materials. Staff members rated the 83 children on security scales appropriate to the child's age. A regular schedule of daily events and play therapy was established. The staff found that children gradually showed emotional, social, and speech development and became increasingly competent in self help skills. After 15 months, 44 children had been returned to their parents or placed in foster or adoptive homes. Results indicated that an institution could promote healthy development by recognizing the individuality of the children, providing close relationships with other people, encouraging initiative, and being consistent in care and discipline.

Availability: University of Toronto Press, 1061 Kensington Avenue, Buffalo, New York 14215 ($7.50). Document not available from EDRS.

24. Furman, Robert A., Ed.; Katan, Anny, Ed. The Therapeutic Nursery School; A Contribution to the Study and Treatment of Emotional Disturbances in Young Children. 1969, 329p. ED 036 006

Administrative Policy, Case Studies, Educational Diagnosis, Educational Programs, *Emotionally Disturbed, *Exceptional Child Education, Follow-up Studies, *Nursery Schools, Parent Child Relationship, *Parent Counseling, Parent Role, Preschool Programs, Psychosomatic Diseases, School Role, *Therapeutic Environment

The educational program of the Hanna Perkins School for emotionally disturbed preschool children is described in terms of its physical plant, administrative policies concerning staff, selection of cases, and application procedures, and the general objectives and structure of the overall program. The treatment and techniques of interaction with both the child and the mother are presented, and specific case reports are provided. Psychosomatic disorders are examined in the areas of diagnostic assessment, case evaluations, and individual cases. The role of the nursery school is explored in terms of the following relationships; with those children who are in preparation of or undergoing direct treatment, and in relation to the total child (analytic program). An appendix includes statistical information regarding these subjects.

Availability: International Universities Press, Inc., 239 Park Avenue South, New York, N.Y. 10003

25. Higginbotham, James M. Closed Circuit TV with Handicapped Children. Final Report. Orange County Public Schools, Orlando, Fla. September 1971, 71p. ED 056 456

Behavior Change, Case Studies, *Educational Programs, *Emotionally Disturbed, *Exceptional Child Education, *Program Development, Program Evaluation, *Televised Instruction, Video Tape Recordings

Presented are development and evaluation of a school's 3-year program using closed circuit television (CCTV) with emotionally disturbed children, aged 6 to 13 years. The major program objective is to help the children develop skills and knowledge necessary for their continued participation in school through the 12th grade. The school has five fixed, remotely controlled cameras located in five different rooms. Discussion of management considerations includes time distribution of director, psychologist, coordinator, teachers, video engineer, pupils, parents, and visitors. Information dissemination means for the school's program consist of personal visits to the school, letters, speeches, films, and others. Video tape films of many of the school's 200 children were taken so that teachers and students could observe themselves in operation. The evaluation focuses on the contribution of CCTV to the school's entire educational program and is shown to run into problems in that the contribution of CCTV to any student's behavior change cannot be demonstrated, although the films intuitively seemed to help bring about behavioral changes. Four case studies conclude the work.

Availability: Gateway School, 4000 Silver Star Road, Orlando, Florida 32808

26. Hotchkiss, James M. The Use of Behavior Modification Techniques with a Special Classroom for Children with Behavior Problems. Monograph No. 2. Oregon Univ., Eugene. July 1971, 74p. ED 057 544

*Behavior Change; Behavior Problems; *Educationally Disadvantaged; *Elementary School Students; *Exceptional Child Research; Operant Conditioning; Reinforcement; *Special Classes

The use of operant conditioning techniques in a classroom for educationally handicapped children was studied to determine if it would result in a reduction of maladaptive behavior. The subjects consisted of an experimental and a control group of elementary school children, with an IQ range in the experimental class of 88 to 119. The experimental period required 22 consecutive school days. During the epxerimental hour, the observer watched the class from one corner of the room where he operated a stop clock. If no unapproved behavior occurred during a specific time interval while the clock was running, the class was given one penny. If any maladaptive behavior did occur, the clock was stopped, reset and started again when all behavior was acceptable. The students were allowed to buy candy, put their money in a bank, or take it home with them. Results indicated that there was a significant reduction in the occurrence of maladaptive behavior in the experimental classroom, that background noise was reduced significantly, that there was a significant decrease in teacher reinforcement of maladaptive behavior, that there was a significant reduction of hyperactive and maladaptive behavior in the total school setting, and that similar findings did not obtain in the control class. School work of all experimental children showed substantial improvement.

27. Investments in Prevention, An Activity Group Program for Young Children, Summer 1967. PACE I.D. Center, South San Francisco, Calif. 1967, 48p. ED 025 311

Aggression, Behavior Change, Behavior Problems, *Elementary School Students, *Emotionally Disturbed Children, *Intervention, Mental Health, *Program Descriptions, Program Evaluation, Self Concept, *Summer Programs

Ninety-eight young children with learning or behavior problems participated in a 5-week summer program. The objective of the program was to provide (1) an activity-oriented group experience, (2) continuity of experience between June and September, and (3) a closer relationship with an adult than is possible during the school term. All Pacers, as these children are called, showed gains in independence, recovery and coping strength, and positive self-concept, even though they showed more disturbed behavior than had been anticipated. Withdrawn, fearful, or moody children gained most in self-concept, relatedness to environment, and independence. Aggressive children showed most gain in relatedness to people and recovery and coping strength. The activity group summer program was an effective intervention technique.

28. Klein, Genevieve and Others. Covert Project, Year 1. Tucson School District 1, Ariz. Report Number OPSC-66-972. 1967, 27 p. ED 019 137

*Emotionally Disturbed Children, *Behavior Problems, Low Achievement Factors, Teacher Role, Team Teaching, *Remedial Programs, Program Administration, *Program Coordination, *Program Descriptions, Program Design, Program Attitudes, Inservice Teaching, Community Service Programs, Child Psychology, Covert School Project, Tucson, Arizona

A Tucson educational project, called Covert (children offered vital educational retraining and therapy), has been proposed to improve the educational opportunity of emotionally disturbed children. Surveys indicated that from 5 to 14 percent of Tucson's school children have emotional-behavioral problems which interfere with their learning achievement in regular school surroundings. This project intends to place these disturbed children in a separate, more therapeutic school environment in which educators and clinicians can work together to help correct the disturbed children's special problems. The educational philosophy of this special school will not vary essentially from that of regular schools, except that there will be more individual attention and more flexibility in the curriculum. Most of the children qualifying for the Covert School will be identified in and transferred from the regular school system. The teaching structure of the Covert School will be team-oriented so that interaction and consultation between the entire staff can best be used to effect the purpose of the project, namely, to diagnose and treat each child's emotional-behavioral problems. This document describes in detail the anticipated organizational scheme of the whole Covert project, including (1) the teacher's role, objectives, and purposes, (2) the type of personnel to be used, (3) the 6 educational approaches to be implemented, including a resident school and a day school, and (4) suggestions for good classroom management.

29. Kircher, Clara J., Comp. Behavior Patterns in Children's Books, a Bibliography. 1966. ED 014 178

Exceptional Child Education; Behavior; Children's Books; Annotated Bibliographies; Bibliotherapy; Adjustment Problems; Behavior Problems; Behavior Change; Behavior Development; Booklists; Elementary School Students; Junior High School Students; Personality Change; Personality Development; Preschool Children

Updating character formation through books--an application of bibliotherapy to the behavior problems of childhood (1952), this bibliography is designed to aid the development of wholesome principles of conduct and the prevention of delinquency through the therapeutic use of books in which good character traits are embodied. The 507 titles, for preschool children through grade 9 are classified into 24 subject categories. The grade level, author, a short annotation (including character traits incorporated in the book), publisher, and price are given. A section of selected readings for adults interested in bibliotherapy, a directory of publishers, and indexes of authors, titles, and behaviors are also included.

Availability: The Catholic University of America Press, Washington, D.C. 20017, $1.95 paperbound, $3.75 clothbound.
EDRS not available.

30. Kliman, Gilbert; Stein, Myron. An Application of Child Analysis: The Cornerstone Project. Center for Preventive Psychiatry, White Plains, N.Y. 1971, 25p. ED 054 564

Classroom Environment; *Emotionally Disturbed; *Exceptional Child Services; *Preschool Children; Program Descriptions; Psychiatric Services; Psychiatry; *Psychotherapy

The paper deals with the Cornerstone Project, in which a child analyst works with psychiatrically ill preschool children within a nursery classroom group setting. An analytically trained psychotherapist works 1 1/2 hours per day with up to seven children in the classroom, with the help of nursery school teachers. There is regular contact with parents. How the Project's application of psychoanalytic techniques in an educational setting with each child resembles and differs from regular child analysis and psychotherapy is considered. The established value of nursery classrooms as a natural setting for clinical observation and diagnostic evaluation and the psychoanalytic model (features of the practice of child analysis) are reviewed. The Cornerstone model is discussed and some illustrative moments from the classroom showing the therapist at work are presented. An extensive case study is then used to show details of a treatment and to illustrate specially developed criteria for the psychoanalytic process. Cited are useful intense transference reactions and social, intellectual and educational gains as well as symptomatic improvement occurring in the Project, and the clinical efficacy of the method.

31. L'Abate, Luciano. Design for a Playroom. Georgia State College, Atlanta. 14p. ED 019 133

    *Play Therapy, *Emotionally Disturbed Children, Behavioral Science Research, Toys, Research Needs, *Research Design, *Physical Design Needs.

Although it is assumed that play therapy is beneficial to children, little relevant research data is available concerning the nature and extent of its effectiveness. The existing paucity of research information concerned with playroom behavior is attributable to (1) the inadequate conceptualization of relevant theory and of the situational variables, (2) an insufficient concern with the physical characteristics of the playroom environment, (3) the economic waste traditionally associated with playroom research, and (4) the difficulties encountered in attempting to categorize play behavior. In order to account for these shortcomings, play therapy facilities consisting of 2 adjacent but interconnected rooms should be constructed. The 2 rooms should contain, respectively, toys which permit the expression of constructive and aggressive behavior. Timers and/or counters connected to each of the toys should be tape-punched to allow direct computer analysis of time spent in each of the rooms and with each of the toys. A master control booth equipped with a one-way mirror and containing the metering equipment would permit the use of traditional observation and tape-recording procedures. A playroom area constructed in this manner would not interfere with clinical practice and would permit the gathering of research data concerned with the effectiveness of play therapy.

32. Lambert, Nadine M. The Protection and Promotion of Mental Health in Schools. Mental Health Monograph 5, Revised 1965. National Inst. of Mental Health (DHEW), Bethesda, Md. 1965, 67p. ED 032 353

    Adults, Children, Disadvantaged Youth, *Emotional Problems, Government Publications, Learning Processes, *Mental Health, *Mental Illness, Parents, Preschool Children, *Prevention, Primary Grades, School Psychologists, *School Role, Self Concept, Talent Development, Talent Identification

This government publication contains eight papers devoted to mental health and schools. Focus was on the conceptual basis for prevention of mental and emotional disorders in children and adults. Contributions deal with opportunities for school psychologists in this area, the ego process in learning, interventions that develop ego strength, and working with parents of preschool and primary grade youngsters. Two papers present examples of primary prevention activities--talent searching in culturally disadvantaged populations, and the New York City Higher Horizons project.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.40).

33. Lasher, Miriam G.; and Others. Influences on Teaching Style in Work with Disturbed Preschoolers. Tufts Univ., Medford, Mass. 1970, 26p. ED 042 303

*Classroom Observation Techniques, *Emotionally Disturbed, *Exceptional Child Research, *Preschool Teachers, Student Teachers, Teaching Methods, *Team Teaching

Teaching styles of five teacher trainees and one experienced teacher were observed. Teachers worked in pairs with groups of four to five disturbed preschool children. Six 10-minute observations of each teacher were made during the year by direct observation and video tape recording. Observe actions and verbalizations of teachers and children were coded. Concerning activity level of teachers, results showed intragroup consistency and great inter-group variability. Only one teacher showed a systematic change over time. Concerning amoung of teacher attention to individual children, results showed teachers tend to give attention to disruptive children and to children whose homes they visit. Only the experienced teacher showed a dominant and enduring teaching style.

34. Ora, John P. Regional Intervention Project for Preschoolers and Parents. Final Report. George Peabody Coll. for Teachers, Nashville, Tenn. July 1970, 19p. ED 043 179

*Emotionally Disturbed, *Exceptional Child Research, Intervention, Parent Education, *Parent Participation, Preschool Children, *Preschool Programs, Program Descriptions, Program Planning, Regional Programs

During the planning year, services were provided to 40 children and their families who could not be handled elsewhere. Children were considered high risk due to behavior disorders. Services included a preschool class, parent participation, placement and support services with followup, and supplementary services. The program was served by consultants and an advisory council in addition to the staff. Continuous planning included dissemination of information on successes, analyzing problem areas, determining priorities, extending services, and evaluating the project. The project has been observed by students and other visitors, and a number of papers on the project have been presented. Staff personnel were involved in various inservice training activities. The principal method of evaluation was the measurement of child progress in behavioral terms. Future plans include replications, widening the referral base, inservice training for interested professionals, and further demonstration activities.

35. Ora, John P.; Reisinger, James J. Preschool Intervention: A Behavioral Service Delivery System. George Peabody Coll. for Teachers, Nashville, Tenn. 1971, 12p. ED 057 536

Behavior Change; Demonstration Projects; *Early Childhood Education; Educational Accountability; *Emotionally Disturbed; *Exceptional Child Education; *Intervention; Measurement; Parent Role; Preschool Children; *Program Descriptions

Described is a preschool intervention demonstration project for emotionally disturbed children said to be based on the functional analysis of behavior and behavior change. The project's organizational patterns and procedures are compared to those described by B. F. Skinner in Walden Two. The description emphasizes the concepts of measurement and educational accountability as they pertain to the project. The measurement based treatment system is said to be organized into modules or task forces around a coordinating module. A major goal of the project is demonstration of coordinated regional early intervention system that is more economical than custodial care. The project emphasizes parent role in the intervention project. The child's mother is taught to record data on the child's progress and to elicit the desired responses from the child. Modules available include the individual tutoring module to produce functional speech, the oppositional child training module, visitation module, administrative and clerical module, transportation module, and media presentation module. Explanation of project accountability entails a clarification of the line of authority from the state governor to the project evaluation committee. The evaluation committee meets monthly in order to request information from the coordinating module, to evaluate it, and to render binding opinions concerning the adequacy of program results.

36. Research Relating to Emotionally Disturbed Children. Children's Bureau (DHEW), Washington, D.C. Children's Bureau Clearinghouse for Research in Child Life. 1968, 190p. ED 025 879

Behavior, Behavior Patterns, *Bibliographies, Children, Clinical Diagnosis, Community Programs, *Emotionally Disturbed, Etiology, *Exceptional Child Research, Family Relationship, Identification, Individual Characteristics, Longitudinal Studies, Medical Treatment, Psychological Characteristics, Psychological Services, Psychological Tests, Psychosis, Psychotherapy, *Research Reviews (Publications)

The 842 research projects on emotional disturbance which have been reported to the Children's Bureau Clearinghouse for Research in Child Life since 1956 are listed. Projects are classified into the following categories: General studies; incidence and prevalence; etiology; identification, diagnosis, and classification; psychological testing; psychological and other characteristics; psychoses; associated manifestations; treatment methods; treatment facilities; community programs; and children with disturbed parents and siblings. Each entry states title, dates of study, issue of Research Relating to Children in which the project was listed, principal investigators and addresses, and publication references. Studies reported in Bulletin 21, followup and longitudinal studies, and other Clearinghouse publications are listed. An investigator index is provided.

37. Santilli, Muriel. Effects of Parent Communication Training on Child Behavior. State Univ. of New York, Buffalo. 1972, 231p. ED 061 693

*Communication Problems; *Emotionally Disturbed; *Exceptional Child Research; Marital Status; *Parent Child Relationship; *Parent Education; Workshops

Two groups of parents of emotionally disturbed children (age range 5 to 11 years) received different forms of communication problems workshop training. One group focused on the parent child relationship alone. The other focused on both the parent child relationship and on the marital relationship or status. Results of pre- and post-testing indicated that children in both groups improved almost equally, that in the group receiving parent child training only, there was some generalization from the parent child relationship to the marital relationship, that there were some benefits to parents and children from the exclusive focus on the parent child relationship, and that the most meaningful individual adult growth took place in parents receiving marital and parent child communication training. (Not available in hard copy due to marginal legibility of original document.)

38. Schopler, Eric; Reichler, Robert J. Psycholobiological Referents for the Treatment of Autism. Indiana Univ., Indianapolis Medical Center. April 1968, 25p. ED 028 814

*Autism, Behavior Problems, Child Psychology, Child Rearing, *Emotionally Disturbed Children, Interpersonal Relationship, Mental Health, Parent Education, Parent Influence, Personality Problems, Preschool Children, Psychological Patterns, *Psychotherapy, Psychotic Children

In studies of preschool children, four clusters of symptoms seem most useful in characterizing those children who manifest autism; (1) failure to establish human relatedness and meaningful social attachments; (2) impairment of motivation to become competent; (3) disturbances of perceptual integration; and (4) impairment of the development of cognitive functions. One of the most important impairments of autistic children is perceptual inconstancy (irregularity in the processing of sensory data by the various receptor systems). The likelihood of physiological and biochemical changes under autistic conditions of sensory deprivation require that perceptual patterns be promoted in the child as early as possible. A program of treatment for the autistic child should include parent participation and parent education, with the goal of reducing distortions in the parent-child relationship. Otherwise, treatment of the preschool autistic child should be concerned with establishing perceptual organization and cortical control over his sensory experiences. Further research is needed on the relationship between parental attitudes or child rearing practices and the existence of an autistic child.

39. Stern, Carolyn; and Others. Therapeutic Interventions with Emotionally-Disturbed Preschool Children. California Univ., Los Angeles. Early Childhood Research Center. March 1971, 66 p. ED 058 945

*Behavior Problems; *Child Psychology; Community Involvement; Comparative Analysis; Control Groups; *Emotionally Disturbed Children; Experimental Groups; Hypothesis Testing; Intervention; *Preschool Children; Problem Solving; Psychotherapy; Research; Socioeconomic Status; Therapeutic Environment; *Therapy

This investigation consisted of two studies. In Experiment I, three methods of dealing with the identified emotionally disturbed child were compared, simultaneously testing the hypothesis that community personnel can be taught to work effectively with these children. Under the three treatments, the identified child was either: (1) removed from his classroom and bussed to a special site, (2) retained in the regular classroom but taken into a special room each day to spend 20-30 minutes with a trained therapist, and (3) retained in the classroom, but with the constant support of a paraprofessional aide. In Treatment 1, these referrals had been made without consulting the research staff. For Treatment 2 and Treatment 3, stratified random assignment was made to either treatment from a large number of children identified and observed by the psychologist and the therapists. There were a total of 68 children in the combined treatment and control groups. Experiment II compared the preschool population of two clinic schools using a similar psychodynamic approach. One aspect of the investigation was designed to determine whether there were any basic differences in the type of emotional problems which characterized children from different socioeconomic backgrounds. In Experiment I, the success attained showed that community personnel can help slightly disturbed children. Although the second Experiment was never fully implemented, there seems to be sufficient basis to conclude that the problem behaviors of young children are very similar, regardless of backgrounds.

40. Rousseau, Frank. Behavioral Programming in the Re-Education School. Tennessee State Dept. of Mental Health, Nashville. March 1971, 17p. ED 058 691

*Behavior Change; *Behavior Problems; *Elementary School Students; *Emotionally Disturbed; *Exceptional Child Education; Operant Conditioning; Reinforcement

Discussed briefly are techniques of behavior change used in behavioral programming for emotionally disturbed elementary school children with behavior problems. The author considers the child's ecology as a significant influence on the child's behavior, by which he means all the experiences and relationships that a child encounters in his educational environment. Ten behavioral assessment steps are described for use in attempting to extinguish already established inappropriate behaviors. After receiving an educational diagnosis, the child's academic and behavioral programs are mapped out. Both short-term and long-term goals are established for the child. Mentioned briefly are contingency contracting, the Premack principle in which the reward is adapted to the child, group activities, token economy, and time out. (For two related pamphlets, see ED 058 690 and ED 058 692.)

41. Weinberg, Steve, Ed. The Children's Re-Education Center: An Overview. Tennessee State Dept. of Mental Health, Nashville. January 1971. 53p. ED 058 692

*Behavior Change; *Behavior Problems; Educational Programs; *Elementary School Students; *Emotionally Disturbed; *Exceptional Child Education; Operant Conditioning; Reinforcement; Residential Care

One of three documents in a series, the pamphlet presents an overview of the children's re-education center program in Tennessee. The program involves the application of behavior change principles to emotionally disturbed elementary school children with behavior problems while the children reside at the residential facility for an average duration of 6 months. The program aims to change the child's behavior so that he can return to his normal life in the community and school. The child's problems are approached from educational, behavioral, and ecological viewpoints. Discussed are the referral procedure, the physical setting of the three Tennessee re-education centers, and the organization of a children's re-education center. Job descriptions and qualifications are noted for teacher counselors, diagnostician, aides, supervisory personnel, and principal. The individual child's curriculum is then explained to be adapted to his specific needs with emphasis on group counseling. Also noted are the school's efforts to consider all the influential factors within the child's educational environment and the schools' camping program. (See also ED 058 690-1)

42. Williams, Thelma M. Opinions, Attitudes and Perceptions of Parents of Children in Special Classes for the Socially Maladjusted and Emotionally Disturbed in New York City Public Schools. Center for Urban Education, New York, N.Y. October 1969. 113p. ED 036 950

*Emotionally Disturbed Children, *Parent Attitudes, *Parent School Relationship, Perception, *Pupil Personnel Services, *Special Classes, Students

A study was conducted of a group of New York City parents whose children were having problems in normal adjustment to school to implement improved parent school interaction. The study consists of three chapters: (1) Description of Project, (2) Findings, and (3) Recommendations. The objectives of the study are: (1) determine parents' awareness of their children's enrollment and knowledge of the program, (2) determine how parents receive program information, (3) learn parents' observation of change of child's behavior at school and home, (4) learn if programs establish closer relationship between parents and schools, and (5) learn what changes parents would suggest. The report also contains three appendices: (1) instruments, (2) new structure for parent-school relationships (an outline for a parent's handbook which might be used to improve parent-school relationships) and (3) participants involved.

43. Wilson, John A. R. Exploratory Study of the Effects of Individual Work on the Functioning of Maladjusted Preschool Children, a Paper Presented to the California Educational Research Association, Santa Rosa, March 13, 1965. California Univ., Santa Barbara. March 13, 1965. 9p. EC 999 786

Exceptional Child Research; Emotionally Disturbed; Reinforcement; Behavior; Preschool Children; Socially Maladjusted; Operant Conditioning; Behavior Change; Children; Educational Research; Individual Needs; Learning Activities; Learning Experience; Learning Theories; Socially Deviant Behavior; Case Studies (Education)

An exploratory study of the applicability of a three-level theory of learning when used as a framework for emotional social learning is reported in this paper. Socially hostile preschool children were to be pleasurably reinforced for desirable activities, helped to see the relationship between the pleasure and the activities, and finally to see themselves as the kind of person who operates in a desirable manner. Case studies of preliminary work with five children are presented. Results indicate that the program was a probable, but unproven, success and that the ideas are worthy of further research.

Availability: EDRS, mf, hc.

44. Wilson, John AR. Long Term Effect of Structured Training on 3 Young Children. California Univ., Santa Barbara. March 11, 1966, 8p. ED 023 489

*Behavioral Objectives, Behavior Change, Behavior Problems, Educationally Disadvantaged, Emotional Adjustment, Emotional Maladjustment, Family Problems, *Motivation Techniques, Parent Child Relationship, *Personal Adjustment, Personality Development, *Preschool Children, *Psychoeducational Processes

This report is a brief discussion of the case histories of three preschool children who were participants in an "Exploratory Study of the Effects of Individual Work on the Functioning of Maladjusted Pre-School Children." This exploratory study was concerned with emotional-social learning and developed the hypothesis that certain desirable activities can be associated with pleasure simply by linking the manifestation of the activity with pleasurable reinforcement. When the linkage is sufficiently well developed, the child can be helped to see the relationship between his pleasure and those activities which provide it. To establish the linkage, preschool children with behavior problems were introduced into a program in which adults observed the child's personality problems and, through reinforcement, attempted to modify the undesirable behavior into desirable behavior. The program was for an hour, two times a week for most of a school year. The three case histories of this report include (1) a 3-year-old girl with serious behavior problems and possible retardation, (2) a 3 1/2-year-old boy who had suffered physical deformities and was behind his peers socially and educationally, and (3) a 5-year-old boy who was of normal development physically but came from a poor home environment. Individual goals were set for each child of the study, and it was found that the program did help each child to develop more desirable and self-satisfying behavior.

JOURNAL CITATIONS

45. Allen, K. Eileen and Others. "A Behavior Modification Classroom for Head Start Children with Problem Behaviors." Exceptional Children: V3/N2 P119-27 October 1970. EC 03 0392

Exceptional Child Research; Behavior Change; Preschool Children; Reinforcement; Case Studies; Behavior Problems; Head Start Program

Twelve to 15 children with problem behaviors were enrolled in a demonstration head start class. The goals of the demonstration project were: to provide remedial services for these children through the application of behavior modification procedures; to provide head start teachers and related personnel with in-service training in behavior modification techniques; and to conduct applied research based on the behavioral analyses of teacher-child interactions. Two case studies are presented. The first concerns an aggressively disruptive child, and the second, a child whose total behavioral repertoire consisted of bizarre and maladaptive behaviors.

EDRS not available.

46. Bloch, Judith. "A Preschool Workshop for Emotionally Disturbed Children." Children v17 n1, pp 10-14, Jan-Feb 70 EJ 013 234

*Emotionally Disturbed Children, *Preschool Workshops, Therapeutic Environment, Self-Care Skills, Behavior Development, Learning Experiences, Parent Participation

47. Bloch, Judith. "Nonverbal Messages: A Means to Verbalization." Teaching Exceptional Children, v4 n1, pp10-7, F 71. EJ 047 333

*Exceptional Child Education, *Emotionally Disturbed, *Educational Programs, *Early Childhood Education, *Verbal Learning, Neurologically Handicapped, Autism, Case Studies, Language Development

Described is an early childhood education program for emotionally disturbed children without language development that emphasizes verbal learning.

48. Boullin,David J.; O'Brien, Robert A. "Uptake and Loss of C-dopamine by Platelets from Children with Infantile Autism." Journal of Autism and Childhood Schizophrenia, v2 n1, pp 67-74, Jan/Mar 72. EJ 057 575

*Exceptional Child Research, *Emotionally Disturbed, *Autism, *Infancy, *Biochemistry

49. Braun, Samuel J.; and others. "Teachers of Disturbed Preschool Children: An Analysis of Teaching Styles." Amer J Orthopsychiat v39 n4, pp 609-18, Jul '69. EJ 006 227

*Exceptional Child Research, *Emotionally Disturbed, *Teaching Methods, Preschool Children, Classroom Observation Techniques, Teacher Behavior, Teacher Attitudes, Classroom Communication, Behavior Rating Scales

50. Campbell, Magda: and Others. "Klinefelter's Syndrome in a Three-Year Old Severely Disturbed Child." Journal of Autism and Childhood Schizophrenia, v2 n1, pp 34-48, Jan/Mar 72 EJ 057 573

*Exceptional Child Education, *Multiply Handicapped, *Psychopathology, *Case Studies, Mentally Handicapped, Speech Handicapped, [Klinefelters Syndrome]

51. Campbell, Magda; and Others. "Imipramine in Preschool Autistic and Schizophrenic Children." Journal of Autism and Childhood Schizophrenia. v1 n3, pp 267-82, Jul/Sept 71 EJ 047 322

*Exceptional Child Research, *Autism, *Schizophrenia, *Mentally Handicapped, *Drug Therapy, Emotionally Disturbed, Multiply Handicapped, Preschool Children, Psychosis

52. Campbell, Magda; Hersh, Stephen P. "Observations on the Vicissitudes of Aggression in Two Siblings." Journal of Autism and Childhood Schizophrenia, v1 n4, pp. 398-410, Oct-Dec 71 EJ 054 662

*Exceptional Child Research, *Emotionally Disturbed, *Aggression, *Siblings, *Parent Influence, Psychotic Children, Case Studies, Family Problems, Environmental Influences, Preschool Children

53. DeMyer, Marian K.; and Others. "Parental Practices and Innate Activity in Normal, Autistic, and Brain-Damaged Infants." Journal of Autism and Childhood Schizophrenia, v2 n1, pp 49-66, Jan/Mar 72 EJ 057 574

*Exceptional Child Research, *Autism, *Infant Behavior, *Child Rearing, *Parent Role, Emotionally Disturbed

54. Haring, Norris G.; and others. "Accelerating Appropriate Behaviors of Children in a Head Start Program." Except Children v35 n10, pp. 773-84, Summer 1969. EJ 007 133

*Exceptional Child Research, *Disadvantaged Youth, *Preschool Children, Behavior Change, Demonstration Projects, Teaching Methods, Language Handicapped, Socially Maladjusted, Emotionally Disturbed, Case Studies (Education)

55. Kohn, Martin and Bernice L. Rosman. "Therapeutic Intervention with Disturbed Children in Day Care: Implications of the Deprivation Hypothesis." Child Care Quarterly v1, n1, Fall, 1971 21-45p.

56. Rutter, Michael; Sussenwein, Fraida. "A Developmental and Behavioral Approach to the Treatment of Preschool Autistic Children." Journal of Autism and Childhood Schizophrenia, v1 n4, pp. 376-97, Oct-Dec 1971 EJ 054 661

*Exceptional Child Services, *Emotionally Disturbed, *Autism, *Psychotherapy, *Preschool Children, Behavior Change, Program Descriptions, Therapy

57. Shapiro, Theodore; and Others. "Imitation and Echoing in Young Schizophrenic Children." J Amer Acad Child Psychiat, v9 n3, pp. 548-567, July 1970 EJ 026 494

*Echolalia, *Language Patterns, *Schizophrenia, *Preschool Children, *Language Development, Imitation, Child Language [Piaget (Jean), Sapir (E.). Chomsky (N)]

Presented at the Annual Meeting of the American Academy of Child Psychiatry, Chicago, Illinois, October 18, 1969.

58. Silverman, Hirsch Lazaar. "Factors in Emotional Disturbance in Children: The Role of the Clinician, Therapist and Teacher." Scientia Paedagogica Experimentalis, v7 n1, pp 79-92, 1970. EJ 034 025.

*Emotionally Disturbed, *Factor Analysis, *Counselor Role, *Teacher Pole, *Preschool Children, Disadvantaged Youth, Clinic Personnel (School)

59. Silverman, Martin A.; Wolfson, Eva. "Early Intervention and Social Class: Diagnosis and Treatment of Preschool Children in a Day Care Center." Journal of the American Academy of Child Psychiatry, v10 n4, pp 603-18, October 1971. EJ 050 497

*Preschool Children, *Disadvantaged Youth, *Emotionally Disturbed Children, *Day Care Services, *Psychotherapy, Psychoeducational Intervention, Case Studies

A description of a team consisting of psychiatrist, psychiatric social worker and educational consultant, and their five years of work in a day care center situated in the heart of a crime-ridden, drug-ridden section of Manhattan's West Side.

60. Stutte, Hermann; Dauner, Iris. "Systematized Delusions in Early Life Schizophrenia." Journal of Autism and Childhood Schizophrenia, v1 n4, pp 411-20, Oct-Dec 71. EJ 054 663

*Exceptional Child Research, *Emotionally Disturbed, *Schizophrenia, Psychological Characteristics, Case Studies, Childhood, Psychosis, [Delusions]

61. Taylor, Edith Clark. "Teacher's Role in a Therapeutic Preschool." Except Children v36 n4, pp 273-6, Dec 1969. EJ 010 787

*Exceptional Child Education, *Teacher Role, *Preschool Programs, *Emotionally Disturbed, Program Descriptions, Teamwork, Parent Counseling

62. Wing, Lorna; Wing, John K. "Multiple Impairments in Early Childhood Autism." Journal of Autism and Childhood Schizophrenia, v1 n3, pp 256-66, Jul/Sep 1971. EJ 047 321

*Exceptional Child Research, *Autism, *Language Handicaps, *Multiply Handicapped, *Preschool Children, Emotionally Disturbed, Handicapped Children, Etiology, Perceptually Handicapped, Theories

Language, perceptual, motor, and behavioral abnormalities were compared in autistic, receptive aphasic, executive aphasic, partially blind and deaf children, those with Down's syndrome, and normal children.

SPECIFIC LEARNING DISABILITIES

LEARNING DISABILITIES

1. Barnett, John L.; and Others. Special Education Early Childhood Project in Forth Worth Independent School District. Forth Worth Independent School District, Tex. 1970, 92p. ED 046 174

   Compensatory Education, Curriculum Development, *Disadvantaged Youth, Early Childhood Education, *Exceptional Child Education, *Learning Difficulties, *Preschool Education, *Program Design

The report outlines the basic administration and program of the special education early childhood project for children aged 2-5 years whose behavior suggests potential learning problems. The rationale of the program is presented, including a special education model. Objectives listed include identification of such children, instructional program development, a home-school counseling program, staff development program, and an evaluation program. Instructional strategies are discussed in terms of diagnosis, sequencing, teaching techniques, evaluation, and planning, lessons, and prescriptions. The summary of instructional content covers social, emotional, language, motor, and parental development. Six hypotheses conclude this report.

2. Barsch, Ray H.; Bryant, N. Dale. A Symposium on the Education of Children with Learning Disabilities (Rutgers, The State University, April 29, 1966). April 29, 1966, 33p. ED 014 176

   *Learning Difficulties, *Remedial Instruction, *Special Classes, *Dyslexia, *Psychoeducational Processes, Children, Diagnostic Teaching, Educational Improvement, Learning Theories, Perceptual Development, Special Education

Papers by two speakers are presented, together with brief bibliographies (totaling 15 items) of their recent articles. "A perspective on learning disabilities and the concept of movement efficiency" by Barsch, surveys the problem of classifying children in educational programs and suggests that classes for special learning disabilities be part time units which prepare the children for return to other classes. The child's disability depends on the child and on the task and on the learning situation. An experimental classroom in Madison is described. In the "Role of the clinical educator in the diagnosis and treatment of learning disorders," Bryant discusses three major areas of knowledge crucial to diagnosis and treatment of learning disabilities--(1) knowing the multitude of component steps necessary for learning any skill, (2) understanding the nature of the disability, and (3) using learning principles to avoid or overcome handicaps by progressing toward each learning goal. The dyslexic child is used as an example of learning disability. Guiding principles include--starting with the most basic element with which the child has trouble, making the steps small enough (90 percent correct responses), avoiding negative learning and confusion. The child should make noticeable improvement at every lesson, overlearning and reviews will help keep retention high. This document is available from NJABIC, 61 Lincoln St., E. Orange, N.J. 07017.

3. Bateman, Barbara D. Temporal Learning, Dimensions in Early Learning Series. 1968, 96p. ED 022 301

Child Development, Cognitive Development, Concept Formation, Elementary Grades, Evaluation Methods, *Exceptional Child Education, Home Instruction, *Instructional Materials, Learning Disabilities, Preschool Education, Primary Grades, Student Evaluation, Teaching Guides, *Teaching Methods, Time, Time Perspective

Designed to minimize time and cost to teachers and parents, the paperback emphasizes both ideas and practical tools for teaching temporal concepts. The concept of time is presented; the major studies of normal child development and how children come to understand time words and concepts are reviewed. Temporal disabilities (difficulties in learning the significance of sequence and time) are considered; and the evaluation of development is discussed in terms of tests. Specific suggestions are offered for teaching home, preschool, primary, and elementary school children. A bibliography annotates 61 entries; and a list gives sources and descriptions of 53 manipulative materials, two sets of programmed materials, 10 filmstrips and transparencies, and 12 children's books.

Availability: Dimensions Publishing Company, San Rafael, California 94901 Document not available from EDRS.

4. Beery, Keith E. Preschool Prediction and Prevention of Learning Disabilities. San Rafael City Schools, Calif. March 1967, 60p. ED 013 118

*Learning Difficulties, *Preschool Evaluation, Perceptual Development, Early Experience, Culturally Disadvantaged, *Screening Tests, Parent Participation, Headstart

The objectives of this initial report of a four-year project were (1) to demonstrate a method for the prediction and prevention of learning disabilities, (2) to foster understanding of child development among teachers, parents, and physicians. Subjects were the 3 1/2 to 5 1/2 year old children of an entire school district. Researchers were assisted by parents and teachers. Five tests (named and evaluated in the report) were administered during the summer of 1966 to 365 children randomly assigned to control and experimental groups. These groups were further designated within themselves according to sex, age, and school experience. Test results indicated initial screening for vision, hearing, and perception to be helpful in predicition and prevention of learning disorders. Annual rescreening will be conducted for 3 years. Succeeding reports will follow.

5. Cawley, John F. and Others. An Appraisal of Head Start Participants and Non-Participants; Expanded Considerations on Learning Disabilities Among Disadvantaged Children. Connecticut Univ., Storrs, School of Education. 1968, 115p. ED 027 939

Academic Performance, *Comparative Analysis, *Compensatory Education Programs, Control Groups, Culturally Disadvantaged, Factor Analysis, Grade 1, Intervention, Kindergarten, *Longitudinal Studies, Mental Development, *Program Effectiveness, Student Characteristics, Test Reliability

First grade children from two Head Start (HS) groups and one non-Head Start (NHS) group were administered a battery of tests for the purposes of (1) comparing the developmental status of HS and NHS subjects, (2) examining patterns of specific learning disabilities among HS and NHS children, (3) determining the stability coefficients of selected instruments, and (4) analyzing the predictive capabilities and factoral structure of selected evaluative instruments. Group one, the primary Head Start sample, was composed of 54 disadvantaged children who had attended a year-long preschool program and had been tested during that time. Group two, a secondary Head Start sample, consisted of 77 disadvantaged children who had also attended a year-long program but had not had testing experience. The comparison group consisted of 78 non-Head Start disadvantaged children. Available data indicated that HS and NHS children demonstrated no significant differences in developmental characteristics in kindergarten. The comprehensive testing in the first grade showed the same trend; there were no significant differences between children having participated in HS and not having participated in HS in learning ability. The first grade data also showed that all of the subjects in this study labored under serious learning disabilities.

6. Doman, Glenn. How Brain-Injured Children Learn to Read. Laval Univ., Quebec. International Center on Bilingualism. 1971, 28p. ED 060 752

Children; *Early Childhood; Early Childhood Education; *Early Reading; *Language Development; Language Instruction; Language Skills, Neurological Defects; *Neurologically Handicapped; *Reading Instruction; Reading Readiness

This paper discusses the place of reading instruction in the education of brain-injured children and presents some arguments for early reading instruction for children in general. Reading instruction is especially suitable for brain-injured children because reading presents an additional means of stimulating the brain. Meaning is attached to printed words in exactly the same way that meaning is attached to spoken words. The ideal age for learning to read is identical with the ideal age for learning speech. Case histories indicate that the brain grows in response to the demands placed on it.

7. Early Identification and Mitigation of Learning Problems, Annual Symposium (3rd, New Brunswick, New Jersey, May 19, 1967). Rutgers, The State University, New Brunswick, New Jersey 37p. ED 020 602

Exceptional Child Education; Learning Disabilities, Identification; Identification Tests; Educational Theories; Educational Objectives; Diagnostic Teaching; Educational Testing: Individual Differences; Immaturity; Minimally Brain Injured; Preschool Children

Two speeches consider learning disabilities. In the first, a discussion of the early identification and management of neurophrenic children, Edgar A. Doll explains his concept of neurophrenia and the importance of early identification and discusses the use of the Fineland Social Maturity Scale and Pre-School and Attainment Record in clinical assessment. Guidelines for the growth and development of these children are outlined, a case study of a nurophrenic child is presented, and 20 references are listed. In a second speech on learning disorders and the preschool child, Sylvia O. Richardson discusses identifying characteristics and medical histories usually found among children with learning disabilities. Emphasis is placed upon early identification (at

5 years of younger) and appropriate educational methods recognizing individual differences. An unpublished study is reviewed in support of the theory that behavioral descriptions of immaturity are representative of objective measurable differences along various dimensions (physical, social, emotional).

8. Ebersole, Marylou and Others. Steps to Achievement for the Slow Learner. The Slow Learner Series. May 1968, 196p. ED 022 319

Arithmetic, Concept Formation, *Exceptional Child Education, *Learning Disabilities, Learning Theories, Minimally Brain Injured, Motor Development, Neurological Organization, Perceptual Motor Coordination, *Preschool Children, Psychomotor Skills, Reading, Space Orientation, Student Characteristics, Student Needs, *Teaching Methods, Writing

Intended for teachers, therapists, physicians, students, and parents, the guide presents a learning theory based on motor activities and suggests a curriculum for preschoolers divided into systematic learning steps which are necessary for attaining educational goals. Topics treated are special needs of the child handicapped by brain damage, characteristics and discipline, brain damage related to the function of the nervous system, learning theory related to teaching techniques, the need for a stable point of reference from which to interpret relations in space, and the developmental stages of learning. Also considered and detailed by steps are conceptualization, arm and hand coordination, cutting with scissors, pre-reading, pre-writing, and pre-arithmetic (counting and number concepts). Three appendixes contain activities for teaching colors and pattern analysis and development with form boards, and steps in teaching pre-arithmetic.

Availability: Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95) Document not available from EDRS.

9. Focus on Children with Underdeveloped Skills: End of Budget Year Report. Montgomery County Public Schools, Rockville, Md. 1968, 248p. ED 037 845

Academic Achievement, Adjustment (to Environment), *Exceptional Child Research, Family Background, Health, *Identification, *Intervention, Language Development, *Learning Difficulties, *Learning Disabilities, Learning Readiness, Perceptual Motor Learning, Preschool Children, Professional Training, Program Coordination, Resource Teachers, Screening Tests, Student Evaluation

Serving prekindergarten through grade 5, the project was designed to improve the educational performance of children with learning problems (without regard to categorical labels) and thus support the work of the classroom teacher in the child's normal school setting. Team screening processes were developed to identify preschool or school age children with learning problems; assessment, intervention, and followup procedures were also developed, involving teaching teams and resource staff. In addition, continuing staff development and training procedures were provided for project personnel; the project was coordinated and integrated with the school system and the community; a record system was designed as a model for information collection, storage, and retrieval; and project evaluation procedures were developed and applied in terms of outcomes for individual children and for the school system. Appendixes, comprising over half of the document, provide forms and other project material.

10. Friedman, Fay T. An Educational Puzzlement. D'Youville Coll., Buffalo, N.Y. 1965, 17p. ED 032 130

Dyslexia, *Educational Problems, *Exceptional Children, Learning Disabilities, Mentally Handicapped, Minimally Brain Injured, Motor Development, Neurologically Handicapped

Minimal brain dysfunction (MBD) refers to a significant disturbance in several areas of a child's functioning. This condition includes learning disability, lack of motor coordination, auditory and/or visual perceptual disturbances, hyperactivity, and problems in concentration and attention span. Also involved is a heavy overlay of personality and adjustment problems which lead to behavior difficulties. The cause of this condition is obscure, but several theories prevail. Prenatal development, the perinatal process, and postnatal illness are all factors that may be involved. Hereditary factors may account for a large percentage of cases, as well as sensory and cultural deprivation. Help for the braindamaged child involves giving emotional support, understanding weaknesses and strengths, and psychiatric help or family counseling when advisable. Special classes for MBD youngsters focus on building skills and self-concept so that the children can return to the regular classroom as soon as possible. The teacher of the MBD child must be emotionally stable, well organized, extremely creative and resourceful, and capable of understanding and empathy.

11. Frierson, Edward C., Ed.; Barbe, Walter, B., Ed. Educating Children with Learning Disabilities--Selected Readings. 1967. ED 019 803

*Exceptional Child Education, *Learning Disabilities, *Teaching Methods, Arithmetic, Behavior, Clinical Diagnosis, Dyslexia, Educational Methods, Educational Needs, Evaluation, Language, Medical Treatment, Mentally Handicapped, Minimally Brain Injured, Neurological Defects, Neurological Organization, Parent Counseling, Perceptual Development, Perceptual Motor Coordination, Perceptual Motor Learning, Perceptually Handicapped, Psychological Characteristics, Reading, Social Workers, Spelling, Taxonomy, Testing

Intended for general educators was well as specialists, the collection contains selected articles by different authors on learning disabilities, an introduction to the field is provided by an overview (five articles) and a consideration of brain dysfunctions (four articles), specialized approaches to learning disorders are explained from the viewpoint of special education, psychology, and sociology (five articles) and from the viewpoint of neurology, psychology, and pediatrics (three). The following aspects of diagnosis are discussed--rationale (two articles), educational procedures (four), and school learning disabilities (four), also considered are a rationale for education (in four articles), educational procedures (six), and remediation of school learning disabilities (five), each of the four sections is preceded by an introduction by the editors. A reference list accompanies each introduction and each article. A glossary of 74 terms is provided.

Availability: Appleton-Century Crofts, 440 Park Avenue South, New York, New York 10016, $6.95.

12. Jens, Dorothy. Project Genesis. Final Report. Lake Shore Public Schools, St. Clair Shores, Mich.; Lakeview Public Schools, St. Clair Shores, Mich. 1970, 123p. ED 049 83

Auditory Evaluation, *Developmental Programs, *Educational Diagnosis, Grade 2, *Identification, *Individualized Programs, Kindergarten, Language Development, *Learning Disabilities, Learning Readiness, Perceptual Motor Learning, Preschool Children, Screening Tests, Speech Evaluation, Visual Perception

Project Genesis is a preventative program which tries to identify potential learning deviancies before children enter kindergarten, and which provides individualized programming to offset future learning problems. Clinics held in the spring test each child entering kindergarten the following fall on perceptual-motor abilities, hearing, speech, language development, vision, developmental maturity, and learning readiness. Any child who displays a potential learning problem during the screening has an individualized program of learning activities developed for him by a master teacher trained in developmental learning. A perceptual-motor aide and a vision consultant assist in program planning. The prescribed program is carried out through individual weekly or daily sessions. The teacher in each child's regular classroom and the child's parents also participate.

13. Johnson, Doris J. The Child as an Integrating Organism, Symposium, 1968. New Jersey Association for Brain Injured Children, East Orange. May 23, 1968, 24p. ED 027 687

Attention Span, Auditory Perception, Behavior, Evaluation Techniques, *Exceptional Child Education, *Identification, *Learning Disabilities, Memory, Preschool Children, Psychomotor Skills, Sensory Integration, Student Evaluation, Teacher Role, Visual Perception

The lack of integration in children wth learning disabilities is discussed, and the need presented for early identification and special education. Recommendations are made for times for screening and areas of learning to be assessed from kindergarten through high school. Observation of behavior in preschool children in the realms of attention, social perception, auditory behavior (both receptive and expressive), visual perception and memory, and motor coordination is suggested as a means for teachers to identify and remediate problems; methods for observing are given. Deficient learning in these areas is mentioned: body image disturbances, time orientation, and prenumber concepts. An appendix contains a form for the evaluation of preschool children.

Availability: New Jersey Association for Brain Injured Children, 51 Lincoln Street, East Orange, New Jersey 07017.

14. Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities. Council for Exceptional Children, Washington, D.C. 1968, 144p. ED 028 583

Associative Learning, Auditory Perception, *Communication Skills, Disadvantaged Youth, *Exceptional Child Education, Instructional Materials, Language, Language Development, *Learning Activities, Learning Disabilities, Listening Skills, Memory, Mentally Handicapped, Perceptual Motor Learning, Preschool Children, *Psycholinguistics, Recall (Psychological), *Teaching Methods, Verbal Ability, Visual Perception

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory of auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources.

Availability: The Council for Exceptional Children, Jefferson Plaza Suite 900, 1499 Jefferson Davis Highway, Arlington, Virginia 22202

15. Learning Disabilities--Programs; A Selective Bibliography. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. July 1972, 28p. ED 065 961

*Abstracts; *Bibliographies; *Educational Programs; *Exceptional Child Education; *Learning Disabilities

The selected bibliography of educationa programs for learning disabled children contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1960 to 1971.

16. Learning Disabilities--Research; A Selective Bibliography. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. July 1972, 27p. ED 065 962

*Abstracts; *Bibliographies; *Exceptional Child Research; *Learning Disabilities

The selected bibliography of research on learning disabilities contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1943 to 1971.

17. Mallison, Ruth. Education as Therapy; Suggestions for Work with Neurologically Impaired Children. Special Child Publications, Seattle, Washington ($3.50). 1968, 166p. ED 026 767

Exceptional Child Education; Learning Disabilities; Educational Therapy; Educational Diagnosis; Neurologically Handicapped; Behavior; Program Development; Home Programs; Preschool Children; Individualized Instruction; Play Therapy; Family (Sociological unit); Parent Participation; Interpersonal Relationship; Instructional Materials; Behavior Change

Educational therapy and the procedures for use with neurologically impaired children are discussed. Areas considered are educational evaluation, including information from parents, the actual evaluation, and interpretation of the results; and program planning, including home training of the preschool child and ways in which the child's behavior may be influenced. A discussion of how and when academic work is to be introduced treats the following topics: adapting for a child with a communication disorder, reaching a withdrawn child, and influencing a child's feelings. The role of imaginative drawings and play in educational therapy are described. Related topics mentioned are carry over of therapy to life, implications for older children, interaction with siblings, parents' role in therapy, letter writing, termination of therapy, and definition of educational therapy. A list of 47 selected readings is included.

EDRS not available.

18. McGilligan, Robert P. A Pilot Study of a Preschool Method of Preventive Education. Final Report. Jennings School District, Mo. September 30, 1970, 32p. ED 046 541

*Academic Achievement, Auditory Discrimination, Cognitive Development, Demography, Experimental Programs, *Grouping (Instructional Purposes), *Kindergarten, *Learning Disabilities, Mother Attitudes, Perceptual Motor Learning, *Prevention, Research Problems, Self Concept, Teacher Attitudes, Testing

The School District of Jennings, Missouri, undertook a study of the effectiveness of grouping on academic achievement in kindergarten. It was hypothesized that grouping children according to developmental lags would be beneficial to the subjects in terms of their academic and personal development; that the curricula would be partially responsible for these benefits; and that the students' academic performances would be related to family demographic, maternal attitudinal variables and perception of the child's behavior. Post-treatment scores obtained from 73 subjects revealed that of the demographic variables investigated, father's occupation and the number of brothers were the only ones significantly related to measured achievement. Maternal attitudes were not related. It was recommended that the study be replicated with better control of variables and cross-validated with different populations: that the subjects be followed through second grade; that the effect of kindergarten on self-concept growth and the relationship between maternal attitudes and family variables to achievement be further explored. References and appendixes containing a description of the test battery, parent questionnaire, and statistical analysis of study data are included.

19. Mecham, Merlin J. and Others. Communication Training in Childhood Brain Damage. 1966, ED 013 519

Exceptional Child Education; Language; Communication (thought transfer); Learning Disabilities; Physically Handicapped; Minimally Brain Injured; Cerebral Palsy; Speech Instruction; Language Instruction; Psychological Evaluation; Neurologically Handicapped; Curriculum; Preschool Programs; Children; Speech Evaluation; Speech Therapy; Behavior; Language Development; Educational Therapy; Psychological Characteristics; Perceptual Handicaps; Learning Difficulties; Speech Handicaps; Auditory Training; Teaching Techniques

Intended as a text source book, or practical reference, the book discusses speech and hearing problems, psychological and linguistic implications, and special education for cerebral palsied and brain damaged children. Number and complexity of speech and hearing problems are emphasized, i.e., neuromuscular involvement, articulation, rhythm, voice and breating, discrimination, hearing acuity, auditory linguistics, and symbolic problems. Methods of evaluating speech and hearing of brain damaged children are discussed, and the team approach is recommended for gathering psychological, social, and educational information. According to the authors, in shaping speech, hearing, and language behavior, the therapist strives for personal social communication, putting language into life situations. The therapy follows a developmental schedule geared to the child's level. Receptive and expressive language relates to meaningful experiences, rather than sound drills. In summarizing the psychological and linguistic implications of childhood brain damage, the authros list behavioral characteristics and methods of psychological evaluation, and briefly treat emotional factors. Curriculum, grouping, and methods of reporting progress for the preschool level are discussed. General learning problems and problems related to specific educational subject areas, such as reading and arithmetic, are discussed along with suggestions for appropriate teaching techniques. A reference list contains 421 items. This document was published by Charles C. Thomas, Publisher, Springfield, Illinois, and is available for $11.75.

20. Melcer, Donald; and Others. An Experimental Therapeutic Program for Head Start Children. Year-End Report. Michigan State Univ., East Lansing, Inst. for Family and Child Research. October 1970, 93p. ED 057 882

Case Studies; Educational Therapy; Home Visits; Intellectual Development; *Intervention; Language Development; *Learning Difficulties; Low Income; Motor Development; Parent Attitudes; *Parent Participation; *Personality Problems; *Preschool Programs; Social Development

This is a report of the therapeutic unit developed under the auspices of Head Start for the education of atypical low income children who cannot be contained in regular Head Start classrooms. The primary objective for this first year descriptive phase was to determine if the teaching staff could work productively with six pupils who presented a wide range of clinical, family and learning problems. The staff included a head teacher, an aide, a volunteer (none of whom had special education training), and a clinical psychologist. The program was organized around 3 structural groupings: (1) total group activities, to create group cohesion and improve social skills; (2) sub-group activities, designed around level of motor abilities and communication skills; and (3) individual therapy, for perceptual-motor development, communication skills, social and emotional problems. Parent involvement and home visits were integral parts of the program. It was concluded that the staff worked effectively with the children since all children improved to some degree in the basic skill. Nearly all the parents were able to change their attitudes and behavior towards their atypical child. The document includes details of staff roles, case studies, classroom settings, meals, follow-up activities, and future placement information.

21. Meier, John H. and Others. An Education System for High-Risk Infants: A Preventive Approach to Developmental and Learning Disabilities. Colorado Univ., Denver, Medical Center. March 1970, 59p. ED 043 379

Curriculum Development, *Curriculum Planning, Developmental Programs, *Early Childhood Education, Early Experience, Enrichment Programs, Environmental Influences, *Infancy, *Intervention, *Learning Disabilities, Parent Participation, Remedial Instruction, Research Reviews (Publications)

This paper reviews recent literature in the field of infant education, presents a rationale for developing a systematic program of infant education, and suggests how this might be accomplished. Developmental research has shown that experiential deprivation, whether environmentally or neurologically caused, is the major factor in mental retardation and learning disability. If this factor can be minimized by giving potentially handicapped (high-risk) infants appropriate and therapeutic experiences, these disabilities can be minimized or prevented. A multiphasic program of education of the high-risk infant should be initiated at as early an age as possible. Two approaches used are the enriched day care setting, and the training of mothers in programs of infant stimulation in the home. It is suggested that an infant curriculum include: (1) a solid conceptual rationale, (2) an inventory of infant development which uses valid assessment instruments and skilled observations, (3) a systematic method of teaching those who will teach parents and babies, (4) a detailed curriculum of sequential and hierarchical experiences, and (5) an additional remediation system which can be used when special intervention techniques are needed.

22. Mestrow, Louise. International Approach to Learning Disabilities of Children and Youth, International Conference of the Association for Children with Learning Disabilities, Inc., (Tulsa, Oklahoma, March 3-5, 1966). The Association for Children with Learning Disabilities, Tulsa, Oklahoma. March 5, 1966, 284p. ED 016 338

Exceptional Child Education; Learning Disabilities; Vocational Education; Legislation; Adjustment (to environment); Screening Tests; Educational Diagnosis; Occupational Therapists, Medical Treatment; Behavior Problems; Adolescents; Young Adults; Preschool Programs; Elementary Education; Elementary Grades; Individual Needs; Children; Information Processing; Case Studies (Education)

Conference papers discuss the following topics: learning disabilities, a screening scale, diagnosis and remediation, etiology, and reading. Other topic areas include medication, the occupational therapist, the diagnostic teacher, plans for education for preschool and elementary years, the adolescent and young adult, vocational education, plan for living, therapeutic management, severe reading disability, information processing in children, a case study, legislation, and Easter Seals. A conference summary is included.

Availability: The Association for Children with Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 ($2.50). EDRS not available.

23. Perceptual-Motor Foundations: A Multidisciplinary Concern. Proceedings of the Perceptual-Motor Symposium (Washington, D.C., May 8-10, 1968). 1969, 182p. ED 037 835

Child Development, Environmental Influences, *Exceptional Child Education, Individualized Programs, Interdisciplinary Approach, Learning, Learning Disabilities, *Motor Development, Perception, *Perceptual Development, Perceptual Motor Coordination, *Perceptual Motor Learning, Physical Education, Preschool Children, Research Needs

The proceedings include addresses by Logan Wright on highlights of human development from birth to age 11, Leonard A. Cohen on development and function of the mechanisms of perception, Eric Denhoff on motor development as a function of perception, and Alan Hein on exposure history in spatial-motor development. Also provided are reports by William T. Braley on the Dayton program for developing sensory and motor skills in 3, 4, and 5 year-old children, by Alice D. Coffman on personalizing early education, and by Louis Bowers on a program of motor development activities. A multidisciplinary exchange on perceptual motor development group discussions on learning and on future needs, and a conference summary are included. Appendixes list conference leaders, organizational representation, participants and observers, and questions raised by participants.

Availability: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C., 20036 ($3.00)

24. Project Child. Final Report. Educational Improvement Center, Pitman, N.J. 1972, 66p. ED 064 352

Demonstration Projects; *Exceptional Child Research; *Identification; *Learning Disabilities; *Parent Role; *Preschool Children; Questionnaires; Surveys

Project Child was explained to be funded under the Elementary and Secondary Education Act Title III and was described to be a regional model demonstration program for the identification of preschool handicapped children especially with learning disabilities. Primary goals of the project were reported to be stimulation of parents and public to realize potential of preschool screening, development of better screening devices, and identification of exceptional children in preschool population to facilitate helping them before entering school. Project Child was then explained to be drafted as a three-phase, 3-year project; the phases involved collection of data from parents about exceptional children in eight counties of southern New Jersey, establishment of demonstration program, and development of regional master plan. Analysis of data showed an overall prevalency rate of 15.1% of children with potential learning problems. Charts provided handicapped data for each of the eight counties. Then reviewed were followup projects, such as interviews with school superintendents, discussions with parents, evaluation questionnaire, and Regional Co-op Project. It was concluded that the project served to make the public more aware of its handicapped populations and of the necessity of the educational system to serve all its children.

Availability: Margate City Board of Education, N.J.; New Jersey State Dept. of Education, Trenton

25. Rourke, B. P.; and Others. The Significance of WISC Verbal-Performance Discrepancies for Younger Children with Learning Disabilities. Windsor Univ. (Ontario). February 1971, 19p. ED 063 687

Childhood; *Exceptional Child Research; *Intelligence Tests; *Learning Disabilities; *Performance Factors; *Verbal Ability

Eighty-two 5 to 8 year old children (I.Q. range 79-120) exhibiting learning disabilities were divided equally into three groups on the basis of their Wechsler Intelligence Scale for Children Verbal I.Q. (VIQ) and Performance I.Q. (PIQ) scores: a high performance-low verbal group, a verbal equal to performance group, and a high verbal-low performance group. The three groups were equated for age and Full Scale I.Q. The performance of these subjects on selected measures of verbal, auditory perceptual, visual perceptual, problem solving, motor, and psychomotor abilities did not yield the same clear cut differences observed in previous studies with older (9 to 14 year old) children with learning disabilities who had been divided into groups on the basis of VIQ-PIQ discrepancies of an identical magnitude. The results of this study argue for very guarded clinical interpretation of VIQ-PIQ discrepancies of this magnitude in the case of younger children with learning disabilities.

JOURNAL CITATIONS

26. Adkins, Patricia G.; Walker, Carl. "A Call for Early Learning Centers." Academic Therapy, v7 n4, pp447-51, Sum 72 EJ 059 073

*Exceptional Child Education, *Learning Disabilities, *Early Childhood Education, *Educational Needs, *Preschool Children, Prevention, Intervention

Early childhood education centers for preschool learning disabled children are urged as necessary to prepare these children to complete successfully in the public schools.

27. Arcieri, Libere and Others. "The Developmental Learning Program at P.S. 78." Journal of Learning Disabilities; V3 N11 P553-62 Nov 1970, 10p.

Exceptional Child Research; Learning Disabilities; Intervention: Perceptual Development; Early Childhood; Reading Ability; Academic Achievement; Primary Grades

A developmental learning program for first graders identified as poor learners was established in one of the New York City public schools. The children were seen on a daily basis in small groups for perceptual-motor, language, and other developmental experiences intended to foster their readiness for learning. Considerable differences were found in the degree of responsiveness to such help as revealed in the inventory of strengths and weaknesses and the retest results for the group. A multifactor approach utilizing an inventory of developmental strengths and weakness is advocated within this framework.

28. Auxter, David. "Perceptual Motor Characteristics of Preschool Children With Suspected Learning Disabilities," Psychology in the Schools, v8 n2, pp148-151, Apr 71 EJ 038 726

*Learning Difficulties, *Preschool Children, *Psychomotor Skills, *Motor Development, *Perceptual Motor Learning, Individual Development, Child Development

The results of this study suggest that one might question the locomotor developmental level of the child with a learning disability.

29. Bensen, J. F.; and Others. "Prevention, Not Remediation of Infant Learning Deficits," J. Learning Disabilities, v3 n8, pp 396-9, Aug 70 EJ 024 403

*Exceptional Child Education, *Learning Disabilities, *Infants, Culturally Disadvantaged, Preschool Learning, Prevention, Parent Education

30. Bryant, N. Dale. "Learning Disabilities: Definitions and Causes," Instructor, v81 n8, pp51-2, Apr 72 EJ 055 976

*Learning Disabilities, *Minimally Brain Injured, *Neurologically Handicapped, *Intelligence Level, *Psychological Characteristics, Exceptional Child Education, Learning Difficulties, Educational Diagnosis

Differing viewpoints in the field have resulted in considerable lack of agreement in definitions of learning disabilities. Considers problems and limitations resulting from these disagreements.

31. Ferinden, William E.; Jacobson, Sherman. "Early Identification of Learning Disabilities," Journal of Learning Disabilities, V3 N11 P589-93 Nov 1970

    Exceptional Child Research; Learning Disabilities, Predictive Ability (testing); Identification; Kindergarten Children; Early Childhood; Predictive Validity; Teacher Role

Sixty-seven kindergarten children were screened for potential learning disabilities. Test profiles indicated that teachers' observations were useful (80%) in the selection of potential learning problems. The Wide Range Achievement Test and the Evanston Early Identification Scale were found to be reliable instruments for predicting which kindergarten children would not experience success in reading in the first grade. The Bender Gestalt Visual Motor Test was not a reliable instrument for prediction at this level. The Metropolitan Reading Test was an effective predictor only if the total test scores fell below the 30th percentile.

32. Gordon, Ronnie; and Others. "Performance of Neurologically Impaired Preschool Children with Educational Materials," Exceptional Children, v38 n5, pp428-37, Jan 72. EJ 048 882

    *Exceptional Child Research, *Neurologically Handicapped, *Preschool Children, *Manipulative Materials, *Perceptual Motor Coordination, Minimally Brain Injured, Disadvantaged Youth, Achievement, Preschool Evaluation

33. Kenney, Eleanore T. "A Diagnostic Preschool for Atypical Children," Except Children v36 n3, pp193-9, Nov 69. EJ 010 757

    *Exceptional Child Education, *Learning Disabilities, *Educational Diagnosis, Preschool Children, Behavior Problems, Preschool Education, Parent Counseling, Followup Studies, Diagnostic Teaching

34. Reynell, Joan; Huntley, R.M.C. "New Scales for the Assessment of Language Development in Young Children," Journal of Learning Disabilities; V4 N10 P549-57 Dec 1971.

    Language Tests; Language Ability; Preschool Children; Test Construction; Language Handicapped; Receptive Language; Expressive Language; Verbal Ability; Reynell Developmental Language Scales

The Reynell Developmental Language Scales, developed in response to a clinical need at a center for handicapped children, are described. They are designed for the separate assessment of different aspects of language development over the age range 1 to 5 years, and can be used clinically in the assessment of children with delayed or deviant language development. The scales are based on the normal pattern of language development. They were developed with handicapped children and then standardized on a sample of 836 nonhandicapped children in southeast England. Three scales are described: Verbal Comprehension A, which requires no speech; Verbal Comprehension B, which requires neither speech nor hand function; and Expressive Language, which includes separate sections

on language structure, vocabulary, and content.

35. Shipe, Dorothy; Miezitis, Solveiga. "A Pilot Study in the Diagnosis and Remediation of Special Learning Disabilities in Preschool Children," J. Learning Disabilities, v2 n11, pp 579-92, Nov. 1969. EJ 010 848

    *Exceptional Child Research, *Learning Disabilities,*Identification, Preschool Children, Perceptual Motor Learning, Psychomotor Skills, Language Development, Test Results, Research Methodology

36. Slingerland, Beth H., "Early Identification of Preschool Children Who Might Fail," Acad Therap Quart v4 n4, pp245-52, Sum '69. EJ 007 100

    *Exceptional Child Education, *Learning Disabilities, *Identification, Language Handicaps, Preschool Children, Reading Readiness, Maturation, Screening Tests

37. Slater, Barabara R. "Parent Involvement in Perceptual Training at the Kindergarten Level," Academic Therapy Quarterly, v7 n2, pp149-54, W 71/72. EJ 050 438

    *Exceptional Child Research, *Learning Disabilities, *Perceptual Development, *Kindergarten Children, *Parent Role, Intervention, Parent Education, Identification

38. Uyeda, Florence F. "The Detection of Learning Disabilities in the Early School Age Child, Specifically the Kindergarten Child," Journal of School Health, v42 n4, pp214-217, Apr 72. EJ 057 562

    *Learning Disabilities, *Exceptional Child Education, *Kindergarten Children, *Screening Tests, *School Health Services, Learning Difficulties, Minimally Brain Injured, Pupil Personnel Services

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